**Reading Conference Planning Tool (Resources Marzano- “The Art and Science of Teaching” and “Strategies That Work” –Goudvis and Harvey)**

**Conference One**

***(It is important that the learning intentions/conference goals are made explicit to the learner)***

* Conference is a partnership between the student/teacher/librarian.
* Work together as a team to promote learning
* Track student progress
* Celebrate Success

1. What is the title of your text?

2. I see you are reading a …….Detective story/biography…What other books do you like to read?

3. What are your earliest memories about reading? (Focus on making connections/background knowledge/primary school programs or self-motivated?)

4. How do you feel about reading?

5. What is the most interesting part of the story so far? What is the complication?

6. What is the name of the main character in your text?

7. In what way is the main character similar or different to you? (T-S strategy)

8. What personal experiences can you recall after reading the text so far? (T-S Strategy)

**REVIEW ABOVE STRATEGIES**

***Learning Goal for next conference-***

* *Continue to read up to….*
* *Think about the (Text to Self strategy) and we will discuss your personal responses next time.*
* *We will also introduce a new strategy to help you build your knowledge and understanding of what you read. (Text to Text)*

**Conference Two**

* The teacher will identify important information as a part of the teaching.
* Students will effectively interact with new knowledge.

1. During our previous conference we introduced (T-S strategy)to encourage your personal response and interpretation when you read. Our goal for this conference is to continue with a new comprehension strategy called (Text to Text –refers to connections made between a text being read to a text/character that was previously read) and (Text to World- refers to issues and messages that come to mind after reading the text)1.

1. Name one other character in your text and elaborate on how they might remind you of a character from another text that you have previously read or viewed. You will need to justify your answer using appropriate evidence from your knowledge.

2. How do you imagine this character from your reading? (Visualisation)

3. What clues does the author provide about appearance and personality traits that make the reader visualise the character in this way?

4. How might character A from your text be similar or different to character B? (t-t)

5. What impact does this have on the development of the story (plot?)(inference)

6. Why do you think that the author might have planned this? (inference)

**REVIEW ABOVE STRATEGIES**

7. You have successfully used t-t, visualisation, and inference (clues that authors provide/reading between the lines) today.

***Learning Goal for next conference***

* *Continue to read till…… use and remember above strategies in your reading*
* *I would like our goal for next time to be about the important issues and messages in your reading. We will learn about the text to world strategy.*

**Conference Three**

* Review content
* Practise
* Revise
* Deepen understanding of new Knowledge

Teacher will revisit past strategies and ask students to review their meaning and check for understanding. In addition the teacher will continue to introduce further strategies.

1. Our goal from the previous session was to remember the (text to self) and (text to text strategy.) Can you tell me what you remember about applying these comprehension strategies?
2. Now we will consider the( text to world) strategy. What issues and important messages do you think about after reading information from your text?
3. How do you think has the author tried to capture these? Justify your answer using evidence
4. How has your (background knowledge) assisted you in making connections with the story?(Schema- The meaning that you get from a piece of literature that is intertwined by the meaning you bring to it.)
5. Predict what you think might happen next and explain why.(Prediction)

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *to continue to remember and practise your new learning*
* *Read the next section of your text and apply the above strategies and bring to your next conference*
* *You will need to be prepared to teach your teacher about how you have applied these strategies appropriately to assist you with your reading.*

**Conference Four**

* The teacher will organise the students for cognitively complex tasks.
* Provide resources and guidance

**RESOURCES**

Handout on Questioning strategies

Handout question matrix

* The conference goal for today will be to learn all about questioning strategies. The teacher will need to explicitly teach the student about the 3 different types of questions. (literal, Inferential, Evaluative)
* Choose a section of text and explore how the information is presented. Some of it will be explicit and other parts will contain many clues so that the reader will have to infer. Use the question matrix sheet to assist you in creating questions based on the 3 different types from your reading content.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Our goal for the next conference is reciprocal teaching.*
* *The student will present the finished question matrix sheet to the teacher and explain the learning process*
* *The student will reflect on the purpose of the learning.*

**Conference Five**

* Continuing to engage students

**RESOURCES**

**Facts/Questions/Responses**

1. The teacher to teach students that knowing the purpose for reading helps to determine what is important. Introduce the difference between fiction and non-fiction texts and explain the importance of each. (Explore the structures and features of each genre).( group activity) Make a clear list of the structures and features of a fiction type text to a non –fiction type text. (Teacher librarian to assist)
2. What do you think the author’s purpose might have been in creating your fiction novel?
3. What leads you to this response?
4. What elements were the most important and why?
5. NON FICTION-The teacher to inform student that determining importance in a non –fiction text can be quite different . Choose a double page from a humanities text book and handout the facts, Questions. Responses template( you may also provide sample response from Strategies that work p 173 to model to students.)Allow students to proceed to fill sheet with as much detail as possible highlighting that questions and personal responses are critical to making meaning of the text.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Our goal for the next conference will be to present your template and discuss your findings*
* *Reflect on the new way of determining importance and reading non fiction*
* *Journal entry and reflection of learning.*

**Conference Six**

* More Literacy strategies
* Readers thinking changes as they gather new information
* New information makes the reader re-evaluate their schema(background knowledge)

1. Our previous conference goal was to become familiar with features of fiction and non-fiction text and to learn to determine importance. Can you take me through your planning sheet/. (Discussion and assessment)

2. How can ones background knowledge help to understand information?

3. Has you previous knowledge about the topic now changed and in what way?

4. How are you feeling about applying all these strategies now?

5. When we use a variety of strategies to pick out key information we are reading for the GIST. Choose a section of text and model your answer on the sample given by your teacher

6. You will need to apply appropriate strategies that help you locate and understand the information.(Questioning, visualisation, personal responses, prediction etc)P.188 (Strategies that Work)

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Our goal for our next conference will be to revisit all the strategies*
* *Present completed template(Respond/Notes/Questions)*
* *Reflection of learning*

**Conference Seven**

* Continue to determine readiness for learning
* The most important thing is the reader’s thinking

**RESOURCES**

Double Entry journal Template

What this piece is about/what it makes me think about

Sample p190 “Strategies that work”

1. Our learning goal for today is to continue to work with non-fiction text and to identify the importance of the reader’s thinking. Look at the sample and explain to your teacher how the student has presented their thinking. How can you learn from this tool?
2. Use the sample and template provided and learn to summarise essential information. You may respond to the information as you feel and try to make relevant connections. Ensure that you discuss the requirements with your teacher.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Our next conferencing goal will be to present your response sheet*
* *Reflect on your learning in your journal*

**Conference Eight**

* Continue to maintain effective relationships with students

**RESOURCES**

Template Sub topics/ Details

Sample p 191. “Strategies that work”

1. Teacher to explain that when studying information from non-fiction texts, it is essential to summarise content and record details in your own words(Synthesis strategy). This is highly effective for research purposes. Study and discuss the sample provided on Benjamin Franklin. Explain your understanding to the teacher of how the student has recorded the information.

2.Why is it important to synthesise information?

3.In what subject areas might this strategy be useful for your learning?

4. Now proceed to use the template and make an attempt at synthesising information on a famous person. You will need to include the same categories as your sample.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Our goal for the next conference will be to review strategies*
* *Present your completed synthesis sheet and discuss the process to your teacher*
* *Journal entry reflection of your learning.*

**Conference Nine**

* Communicate high expectations
* Critical thinking

I. It is very important to notice the thinking we do to access content and to acquire knowledge. Now that you have been using many strategies for your reading and thinking I would like you to study the sample (Content/Facts and Process/Thinking. An article by the Denver post “ Moonstruck Scientists Count 63 and Rising”. Look carefully at how the student records the facts on the left and presents their thinking ysing the strategy codes on the right. Discuss your thinking and learning with your teacher.

2. You should be more confident to use the text codes now. Proceed to fill out a similar template on a topic of your choice from the newpaper or a text book that you like.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Your goal for next time is to explain why you chose the facts/content and explain the annotated strategies in the process column explicitly to your teacher.*
* *Finish chart*
* *Journal entry.*

**Conference Ten**

* Effective and cohesive teaching
* Noticing the craft of a piece as well as the content and the reading process.

**RESOURCES**

“Moonstruck” article from previous conference

Template from previous conference

1. You have been successful in using your strategies so far. We will now take it a step further

And add to your learning. This time look carefully at the sample on p 196. We now have an additional column to help us become critical readers. This column allows you to think about and comment on the writer’s craft. Discuss the sample with your teacher.

2. Now proceed to fill out your template and comment on the craft of writing presented by your chosen author.

**REVIEW PREVIOUS WEEK’S LEARNING**

***Learning Goal for the next conference***

* *Your goal will be to complete your 3 column chart*
* *Compare it with a friend*
* *Be prepared to discuss what was easy and difficult about this task*
* *Reflective learning journal*